



University
of Alberta
Edmonton, Alberta

Long Range
Development Plan
1981-1991



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Long Range
Development Plan
1981-1991

Volume 1

This report was prepared
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co-operation with the
senior administrative staff
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University of Alberta

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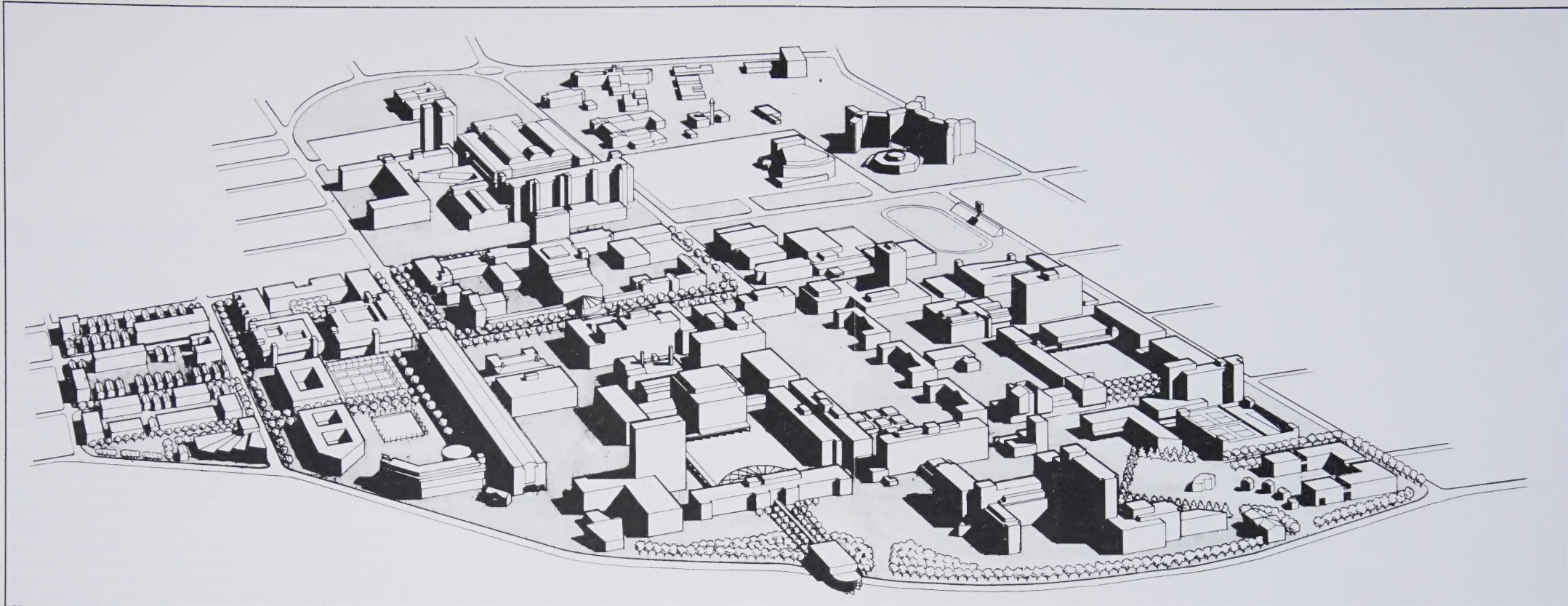
This report is the second Long Range Development Plan to be prepared for the University of Alberta in the past twenty years. The first Long Range Plan was prepared in 1968-69 and it has provided the framework for the tremendous physical growth of the campus which has been required to accommodate a doubling of the student enrollment of 9,195 graduate and undergraduate students in 1964-65 to more than 18,000 students by 1980-81.

The rapid growth of the late 1960's resulted in the immediate need to accommodate thousands of additional students. This has been replaced by new issues generated from both inside and outside the university.

- While the overall student growth has levelled off, several faculties are continuing to experience pressures to admit more students than permitted by their quota. In some cases, less than 40% of applicants are accepted.
- The amount of knowledge the university has accumulated and wishes to have easy access to is continuing to grow exponentially. Similarly the volume of equipment in use is continuing to absorb a growing amount of space. This is occurring regardless of the variations in student enrollment.
- The academic faculties have and will continue to change to reach acceptable student/staff ratios and to meet the demands of more graduate programs.
- The creation of interdisciplinary programs is increasing the need for improved communications and ease of access among the faculties.
- Research is playing a more important role. As funding becomes available in particular from the provincial Medical Research Heritage Trust, staff and space requirements will change and graduate programs will probably expand in scope and scale.
- The university is offering increased services to the general community. For example, the Faculty of Extension is attracting a growing number of registrants, clinical programs of the health sciences faculties are being proposed or, for those which already exist there is a desire to expand, and significant public use will be made of several of the proposed university facilities.
- The City of Edmonton is experiencing rapid growth and prospective staff and students are affected by the increasing lack of conveniently located, affordable housing.
- The rapidly escalating cost of fuel and the improvement of the City's public transit system is changing people's modes of travel.

The changing circumstances of the university have created the need for an updated Long Range Development Plan which will provide direction to the University over the next ten years. The 1969 report was examined and found to be a valid framework for

Existing and Proposed (fold out)



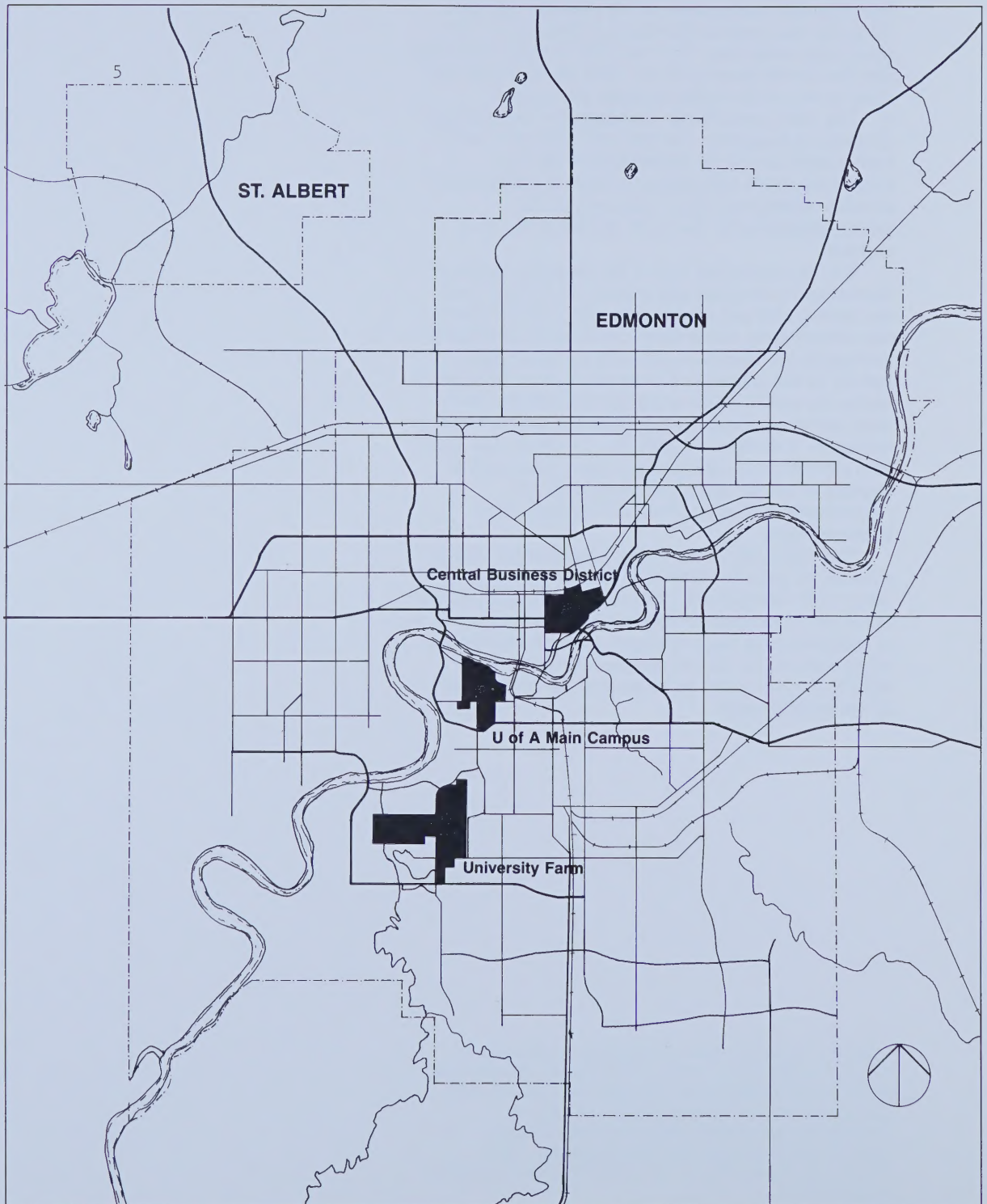
the continued development of the university campus. Thus the new physical planning is a refinement of the earlier long range plan. The new plan provides the detail that the overall planning of the 1969 report lacked and does so in a more stable university environment.

The 1981 Long Range Development Plan has been prepared in two parts. The first part, Volume 1, sets forth a summary of the university's enrollment projections, goals and policies. Volume 2 contains the physical development plan, including specific recommendations for the future growth of the main campus.*

It is, of course, the role of the University Board of Governors to set goals and policies. At present there are both explicit and implicit goals and policies which are actively being administered. As long range physical planning is one means of achieving the goals and policies of the university, it is necessary that all be made explicit. In addition there are goals and policies which have not yet received consideration but appear to be a necessary foundation for planning. Therefore, the 1981 Plan identifies goals and policies which have varying degrees of official status and recognition and recommends that all be studied for adoption and implementation.

The 1981-1991 Long Range Development Plan is intended to guide the University through the maturing stage of its development. A slow and steady increase in enrollment is forecast for the next ten years, however, it is anticipated that major changes and new facilities will relate more to the enrichment and improvement of existing programs and an increase of services offered to the general public.

* Separate plans have been prepared for the University of Alberta property located south of 87th Avenue. The *University Health Sciences Long Range Plan 1981-1991* (March 1981) contains the physical development plan for the area immediately south of 87th Avenue while the *Edmonton Research Station Development Plan* (September, 1981) contains the physical plan for the university property south of Belgravia Road.



The University of Alberta enrolled 16,265 undergraduate and 1,963 graduate full time intramural students in its winter session in 1980-81, making it the third largest university in Canada.

Founded in 1906, the main campus is situated on 154 acres across the North Saskatchewan River from the Provincial Legislature and downtown Edmonton as illustrated by Map 1.

There are thirty major teaching buildings on the campus, numerous laboratory buildings and services buildings. Several buildings are recommended as heritage buildings due to their historical and/or architectural importance and these are identified on Map 2.

The University currently has 19 academic faculties with more than 50 departments offering over 120 programs. The faculties are described in terms of their areas of specialization, quotas, if any, and the degree, programs and diplomas they offer. A brief synopsis of the enrollment, staff and space history is also included and changes in the enrollment are illustrated by Charts 1, 2 and 3.

Between 1970-71 and 1976-77 the undergraduate enrollment in the Faculty of Agriculture and Forestry more than doubled, from 422 to 862 students. However, the staff increased by 11% and space increased by 10% to 14,411 square metres by 1976.

Since 1976 undergraduate enrollment has dropped steadily to 647 students in 1980-81. The number of academic staff has decreased (182.8 in 1976-77 to 90.5 in 1979-80), but the student-staff ratio has improved from twelve to one (including 151 graduate students) to nine to one (including 136 graduate students) during this time.

The Faculty recently moved into the new Agriculture-Forestry Building north of the Student Union Building. It continues to occupy space in the old Agriculture Building on Saskatchewan Drive and maintain the adjacent greenhouses.

Quota:

suspended for 1981

Degrees & Programs

B.Sc. (Agriculture); 4 years

B.Sc. (Agricultural Engineering); 4 years

B.Sc. (Food Science); 4 years

B.Sc. (Forestry); 4 years

Pre-Veterinary Medicine Program; 2 years

M.Ag.

M.Sc.

Ph.D.

Areas of Specialization

B.Sc. (Agriculture)—Agricultural Economics or Rural Sociology, Agronomy, Animal or Poultry Science, Engineering, Agrology, Entomology, Food Science, General Agriculture, Grazing Management, Plant Science, Soil Science

B.Sc. (Forestry)—Forest Economic, Forest Hydrology, Forest Management, Forest Operations, Forest Recreation, Forest Soils, General Forestry, Wood Utilization

The Faculty of Arts has retained a fairly steady enrollment since 1970-71 when it peaked with 3,091 undergraduates and 546 graduate students. From 1970 to 1975, it experienced a slight decrease in enrollment, however, since that time, the number of students has again increased steadily. For the 1980-81 enrollment year, the total number of art undergraduate students reached 2,868, with 378 graduate students.

The student-staff ratio has also remained relatively steady at seven to one, with 438 academic staff for the 1979-80 year.

The faculty is housed in the Arts Building, east of Cameron Library, in the Marshall Tory Building immediately to the north and in the Humanities Building on Saskatchewan Drive. The Fine Arts Centre on 112th Street houses the departments of Fine Arts, including music and drama. In 1979, the faculty occupied 32,971 square metres which was a drop from 34,072 square metres in 1975, despite the increase in enrollment.

Quota:

None, except B.F.A. (Drama) - 16 acting - 5 theatre design

Degrees

B.A. (Honours); 4 years
B.A. (Special); 4 years
B.A. (General); 3 years
B.A. (Canadian Studies); 4 years
B.A. (Special in East Asian Studies); 4 years
B.F.A. (Art & Design); 4 years
B.Mus.; 4 years
M.A.
M.Mus.
Ph.D.
M.F.A.
M.V.A.

Areas of Specialization

Fine Arts—Arts & Design (Industrial Design, Painting, Printmaking, Sculpture, Visual Communication Design), Drama (Acting, Theatre Design); Music (Composition, History & Literature, Theory, Keyboard, Orchestral Instruments, Voice)

Humanities & Social Sciences—Anthropology, Canadian Studies, Chinese, Classics, Comparative Literature, East Asian Studies, East European & Soviet Studies, Economics, English, Geography, Germanic Languages, Greek, Hebrew, History, Japanese, Latin, Linguistics, Mathematics, Philosophy, Political Science, Psychology, Religious Studies, Romance Languages, Slavic Languages, Sociology

The Faculty of Business Administration and Commerce experienced its peak enrollment (1,833 undergraduates, 67 graduates) in 1975-76. The faculty had a steady increase in students up until that time, doubling its enrollment of 1965. The number of students in the faculty has since been decreasing. The 1980-81 enrollment totals 1,291 undergraduates and 97 graduates.

With the growing student enrollment, the space allocated to the faculty also grew from 1,684 square metres in 1972 to 2,485 square metres in 1978.

The number of academic staff has varied little over the past ten years (51 in 1970-71; 59 in 1979-80). The student-staff ratio, however, has increased from twenty-three to one (when the enrollment was 1,118 undergraduates and 38 graduates) to thirty-two to one in 1979-80.

The Central Academic Building presently houses the Faculty of Business Administration and Commerce. At this time there is a proposal to relocate the faculty into a new building of some 6,690 square metres south of the Henry Marshall Tory Building on the Arts Quad.

Courses leading to the degrees of Bachelor of Commerce, Master of Business Administration and Chartered Accountancy are among those offered by the Faculty of Business Administration.

Quota:

260 students directly from high school; 225 college transfer students annually

Degrees

B. Comm.; 4 years
M.B.A.

Areas of Specialization

Accounting, Business Economics, Finance, Industrial Relations, Legal Relations, Management Science, Marketing, Organization Theory and Behaviour

The Faculty of Dentistry is the only dentistry faculty in the province. Only 35% to 45% of the applicants are admitted and in 1980-81 the faculty accommodated its highest enrollment to date with 276 undergraduate and 6 graduate students. Dentistry is a quota faculty and thus the number of students has remained quite constant, with only a 9% increase since 1970.

There are 45 academic staff in 1980-81 together with 35 part time staff. Some staff members devote 2½ days to private practice operating in the dental clinic in the campus building. There is a student-staff ratio of ten to one.

The faculty is now accommodated in the old Medical Science Building on 89th Avenue and occupies approximately 8,000 square metres. During 1975-76 there was an increase of some 1600 square metres of space. It was originally planned in the early 1970's that the faculty, along with the Faculty of Pharmacy, would construct new facilities in conjunction with the development of the Health Sciences Centre.

Degrees offered by the Faculty include Doctor of Dental Surgery and Diploma in Dental Hygiene.

Quotas:

Dental Hygiene Program—45 students annually
Dentistry—50 students annually

Diplomas and Degrees

D.H. Diploma; 2 years
D.S.S.; 4 years, after at least 2 years of pre-professional study M.Sc. Ph.D.

The Education Faculty is located on 87th Avenue. The Education Building houses all the faculty's departments which include Educational Philosophy, Administration, and Elementary, Secondary, Industrial and Vocational Education.

The Faculty of Education enjoyed a steady climb in enrollment until 1970-71 when it reached a total enrollment of 4,601 graduate and undergraduate students. Within the next two years there was a marked decline of almost 800 students. Over the past eight years enrollment has fluctuated considerably, reaching another peak in 1976-77 with 4,777 students and dropping to a low of 2,914 undergraduate students and 392 graduate students in 1980-81.

The faculty has a high student-staff ratio of seventeen to one, although it has decreased somewhat since 1972 when it was twenty-three to one. The faculty also offers classes to other faculties such as Physical Education.

The biggest increase in space (over 6000 square metres from 11,758 square metres to 17,873 square metres) occurred between 1973 and 1974 with the construction of the Education 2 building.

Quota:

none

Degrees

B.Ed.; 4 years
M.Ed.
Ph.D.

Areas of Specialization

Elementary Education (including Early Childhood and Special Education), Intercultural Education, Secondary Education, Industrial Arts, Vocational Education

Engineering is a growing field and rising enrollment figures verify this. While many other faculties are facing a constant or diminishing number of students, enrollment in the Faculty of Engineering is still increasing. In 1980-81 there was a new high in total graduate and undergraduate students (186 and 1,712 respectively) which is more than double the number enrolled ten years ago.

Accordingly the number of academic staff is also greater, increasing from 88 academic staff in 1972-73 to 97 in 1979-80. However, the student-staff ratio has increased somewhat during this period from fifteen to one to eighteen to one by 1979-80.

Space has increased very little over the past ten years. The area occupied by the Faculty of Engineering has grown by only some 1,000 square metres.

There are several departments of engineering offered by the University of Alberta. The Chemical and Mineral Engineering Building and the Mechanical Engineering Building are located next to each other on 116th Street. The Civil and Electrical Building is beside the Dentistry-Pharmacy Building, but a new building for Civil Engineering is now in the programming stages.

First year engineering students have no declared major but after that may work towards a Bachelor of Science in any of the areas of specialization listed below.

Quota:

Approximately 500 students annually

Degrees

B.Sc. (Engineering); 4 years

M.Eng.

M.Sc.

Ph.D.

Areas of Specialization

Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering, Mineral and Metallurgical Engineering (includes also Mining and Petroleum Engineering)

The Faculty of Extension is based in Corbett Hall where the faculty's administrative staff is located and half the courses are held. Registration for all Extension courses occurs at Corbett Hall and in 1980-81 some 26,560 student enrolled for classes. The faculty had 25 full time academic staff and 694 part time instructors in 1979-80 who offered more than 650 courses around the university campus and elsewhere in the City. As students registered with the Faculty of Extension are not eligible to use the university library services, a separate faculty library has been established and is currently located in the Rutherford 1 Library.

The Faculty of Graduate Studies and Research administers the graduate programs offered by the various academic faculties at the University of Alberta. There are some twenty-three Masters level programs and some nine doctorate programs offered at the University and these are listed with the sponsoring faculty.

Graduate student enrollment climbed rapidly during the 1960's and peaked in 1970-71 with 2,157 students. Enrollment has levelled off since that time and in 1980-81 there were 1,961 graduate students. 61% of the graduates were enrolled in the Faculties of Science (433 students), Education (392 students) and Arts (378 students).

The Faculty of Home Economics is one of the smallest faculties at the University of Alberta reaching a peak enrollment in 1974-75 with 400 undergraduate students and 20 graduate students. Student enrollment levelled off remaining at approximately 350 undergraduate students for the last five years. In 1980-81 there were 28 graduate students.

During its largest enrollment in 1974-75, the student-staff ratio was fifteen to one. Since that time, however, the ratio has improved to thirteen to one. The number of academic staff increased slightly until 1977-78 (30 staff members), after which the number declined to 27 (1979-80).

The Home Economics Building is located on the corner of 87th Avenue and 112th Street. The curriculum offered by this Faculty covers Family Studies, Food & Nutrition and Clothing and Textiles.

Quota:

none

Degrees

B.Sc. (Home Economics); 4 years

M.Sc.

Areas of Specialization

Clothing & Textiles; Family Studies; Food & Nutrition

The Faculty of Law has experienced a steady growth in its enrollment since its inception in 1960. The greatest increase in enrollment occurred between 1968-69 and 1973-74 when it almost doubled its total enrollment from 246 to 492 students. Since 1974 enrollment has fluctuated only slightly, however it has reached a new high of 523 undergraduate and 4 graduate students for 1980-81.

The number of academic staff in the Faculty of Law has also been increasing: the student-staff ratio has improved from twenty-one to one in 1972-73 to sixteen to one in 1979-80.

The Law Centre is located east of Fine Arts on 111th Street. It presently occupies 2,260 square feet of space.

Quota:

a maximum of 175 students annually

Degrees

LL.B.: 3 years; after at least two years of pre-professional study
LL.M.

Since 1976 the Faculty of Library Science has offered only a graduate degree. Enrollment has always been quite small, reaching its maximum in 1973-74 of 71. Total graduate enrollment numbered 62 in 1980-81.

The number of academic staff has remained constant at about eight or nine. Likewise, the student-staff ratio has consistently been at approximately seven to one.

The Faculty of Library Science occupies space in the Rutherford Library. The amount of space occupied by the faculty has varied little over the past ten years, amounting to approximately 1,078 square metres in 1980-81.

Degree

M.L.S.; 2 years, after completion of a Bachelor's Degree

LEGEND:

HERITAGE BUILDING

 SIGNIFICANT AREA OF MATURE VEGETATION



The Faculty of Medicine had an enrollment of 880 graduate students in 1980-81, a figure which has doubled over the last fifteen years. Graduates have comprised an additional 107 students or 10% of total enrollment.

In 1980-81 there were 228 on-campus full time staff members creating the university's lowest student-staff ratio of four to one. This ratio has been closely maintained throughout the past ten years. In addition, there were 212 non-academic staff.

The Faculty now occupies some 35,000 square metres of space in the Clinical Sciences Building and the Medical Science Building, both university-owned buildings in the Health Sciences Area. There are also many buildings occupied by the Faculty at the University research stations. The faculty also runs part of the province's health care system, working in the University Hospitals as well as in other hospitals in the province.

There are 32 different programs offered for graduate training, some of the larger ones in terms of enrollment include Biochemistry, Health Services Administration, Pharmacology and Physiology.

Quota:

Medical Laboratory Science—36 student annually
Faculty of Medicine—118 students annually

Degrees

B.Sc. (Medical Laboratory Science); 4 years
M.D.: 4 years, after at least 2 years of pre-professional study
M.H.S.A.
M.Sc.
Ph.D.

Areas of Specialization

Clinical Chemistry, Hematology, Medical Bacteriology, Histopathology

The Faculty of Nursing has been growing in enrollment since it reached a low of 240 students enrolled in 1970-71. In 1980-81, it had 368 undergraduate and 8 graduate students, a third more than in 1970.

The staff in 1979-80 consisted of 35 full time academic staff, resulting in a student-staff ratio of ten to one.

The Faculty of Nursing occupied approximately 1,200 square metres of space in 1980-81, a doubling of assigned space since 1972.

The Faculty is located in several buildings around the university. In the Clinical Sciences Building, it occupies two floors with offices and three classrooms. The faculty's laboratory space takes up about 84 square metres of space in the Medical Sciences Building. Two houses in the East Campus area supply space for faculty offices and graduate students.

Quota:

54 students annually in the B.Sc.N. (Basic Program) and 144 students annually in the B.Sc.N. Post-R.N. Program

Degrees

B.Sc.N. (Basic Program); 4 years
B.Sc.N. Post-R.N.; 2 years
M.N.

The Faculty of Pharmacy shares space in the old Medical Sciences Building on 89th Avenue with the Faculty of Dentistry. It presently occupies 5,208 square metres of space, an increase of 76% since 1972.

A quota faculty, it enrolled 391 undergraduate and 19 graduate students in 1980-81, a growth of 29% since 1970. The increase in the number of full time academic staff has outpaced the student growth. There were 27 academic staff members in 1979-80 and the student-staff ratio has consequently improved from eighteen students to one academic staff member to fourteen to one.

Quota:

approximately 130 student annually

Degrees

B.Sc. (Pharmacy); 4 years

M.Sc.

Ph.D.

Between 1960-61 and 1973-74, the Faculty of Physical Education and Recreation multiplied its enrollment by seven. It reached its peak enrollment in 1974 with 757 undergraduate students, and has since declined. The faculty is now experiencing its lowest enrollment since the 1969-70 academic year.

Staff during 1979-80 was at one of the highest levels ever. While the enrollment level was at its highest, the academic staff numbered 45 (for a student-staff ratio of eighteen to one). There was a substantial increase in the number of staff during the 1979-80 year, greatly improving the student-staff ratio to eleven to one.

The Physical Education Centre, located on the corner of 87th Avenue and 114th Street, occupies almost 19,000 square metres. This has changed little over the past ten years.

Quota:

180 students annually

Degrees

B.A. (Recreation Administration); 4 years

B.P.E.; 4 years

M.A.

M.Sc.

Ph.D.

Areas of Specialization

B.P.E.—Adapted Physical Education; Administration, Coaching, Dance, Outdoor Education, Athletic Training and Conditioning

The Faculty of Rehabilitation Medicine is a quota faculty. During the past ten years, the faculty has experienced a steady enrollment, with a low of 215 students during 1970-71 and peaking in 1979-80 with 314 students. In 1980-81, there were 293 undergraduate and 3 graduate students enrolled.

Full time academic staff in 1980-81 numbered 23. The student-staff ratio was approximately thirteen to one, a ratio which has remained constant over the years.

The faculty is located in Corbett Hall on 114th Street and occupies some 1700 square metres. The amount of space has increased 36% in the past eight years, however, together with the Faculty of Extension, the Faculty of Rehabilitation Medicine has asked for a total of 5,500 square metres of additional space.

Quota:

36 student annually in Occupational Therapy; 40 students annually in Physical Therapy; 25 students annually in Speech Pathology and Audiology

Degrees

B.Sc. (Occupation Therapy); 3 years, after at least one pre-professional year
 B.Sc. (Physical Therapy); 4 years
 B.Sc. (Speech Pathology and Audiology); 3 years, after at least one pre-professional year
 M.Sc. (Physical Therapy)

Faculté Saint-Jean offers bilingual university education for students at the University of Alberta who wish to study and/or live in a predominately French environment. The faculty began in 1908 as Collège Saint-Jean and became a university faculty in 1970. It has enjoyed a steady growth, almost tripling the number of students in the past ten years. In 1980-81 the faculty had 247 undergraduate students. There are no graduate courses offered within the faculty.

Student-staff ratios are relatively low at approximately nine to one. Total number of academic staff for 1979-80 was 26.

The faculty is located away from the main campus on 91st Street and 86th Avenue. It has recently increased its space by some 1,500 square metres and now occupies approximately 3,600 square metres, excluding the residences which can accommodate 85 students.

Quota:

none

Undergraduate Degrees

B.A. (General); 3 years
 B.Ed.; 4 years
 B.Sc. (General); 3 years

Areas of Specialization

Arts—Students may choose from areas offered by the Faculty of Arts
 Education—Elementary Education, Secondary Education
 Science—Students may choose from areas offered by the Faculty of Science

Beginning in 1972-73, when undergraduate enrollment reached 3,151, the number of students slowly declined to 2,822 by 1979-80. However, in 1980-81, there was an increase of 193 students. Likewise the graduate enrollment had also been experiencing a continuous drop in enrollment, 15% since 1971-72, steadily decreasing in number from 620 in that year to 390. 1979-80 saw an increase in graduate enrollment to 433.

Student-staff ratios have remained relatively steady between nine and eleven students to one staff member. In the 1979-80 year there were 323 academic staff, a 10% increase since the peak enrollment year.

The Faculty of Science's many departments are primarily located in the northwest section of the campus, occupying a total area of some 61,000 square metres, a 21% increase over the area occupied in 1970-71. Botany, Genetics, Microbiology and Zoology are located in the Biological Sciences Centre on Saskatchewan Drive. Chemistry, the largest department spacewise, is located in its own building next to the Central Academic Building. The General Services Buildings beside the Stadium Car Park houses the department of Computing Science and Linguistics. Geography is located in the Agricultural Building, Physics in the Physics Building and the Mathematics Department can be found in the Central Academic Building. The Faculty occupies many buildings at the University Research Stations.

Quota:

none

Degrees and Programs

B.Sc. (Honours); 4 years

B.Sc. (Specialization); 4 years

B.Sc. (General); 4 years

M.A.

M.Sc.

Ph.D.

Pre-Dentistry Program; 2 years

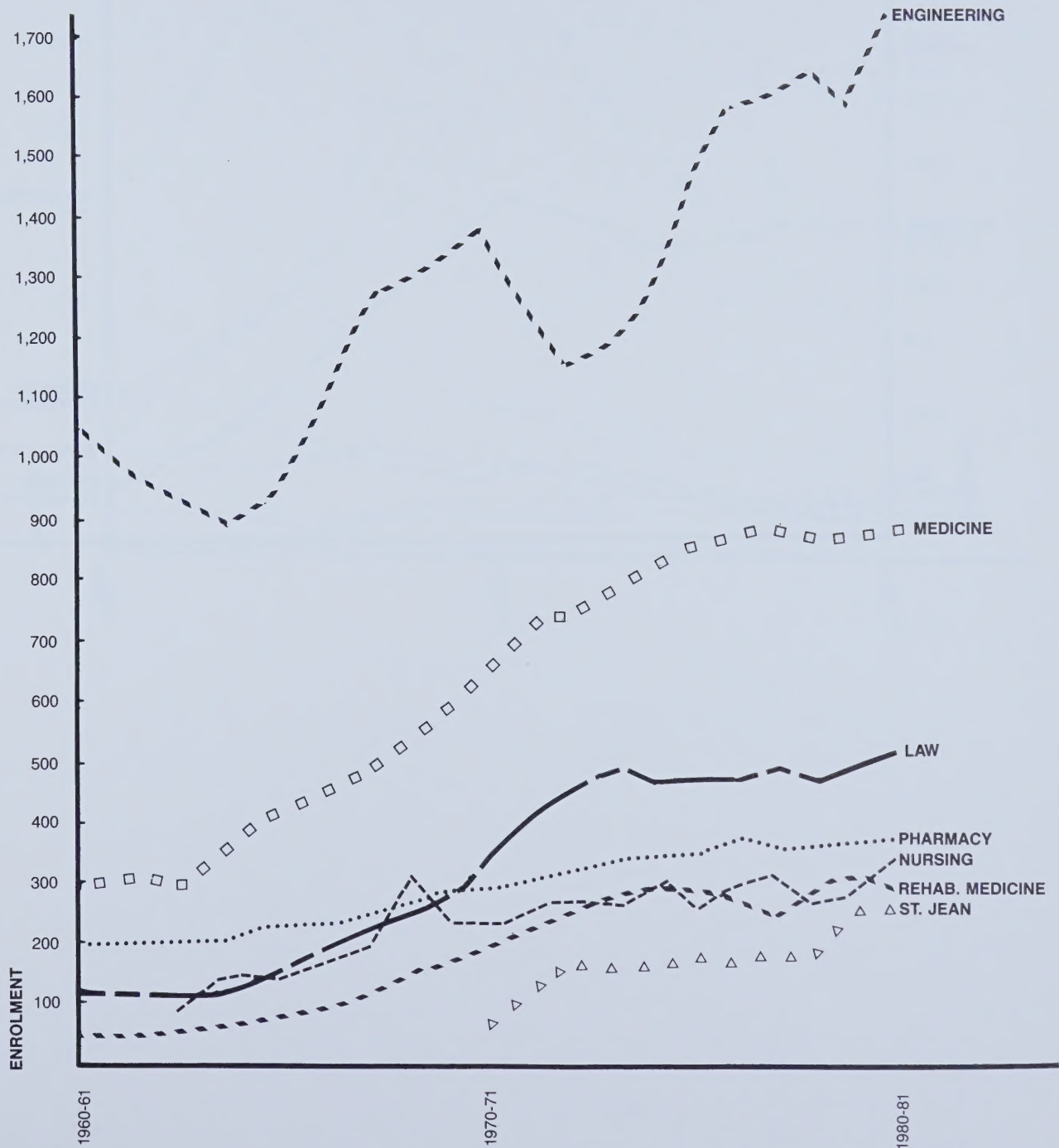
Pre-Medicine Program; 2 years

Pre-Optometry Program; 1 year

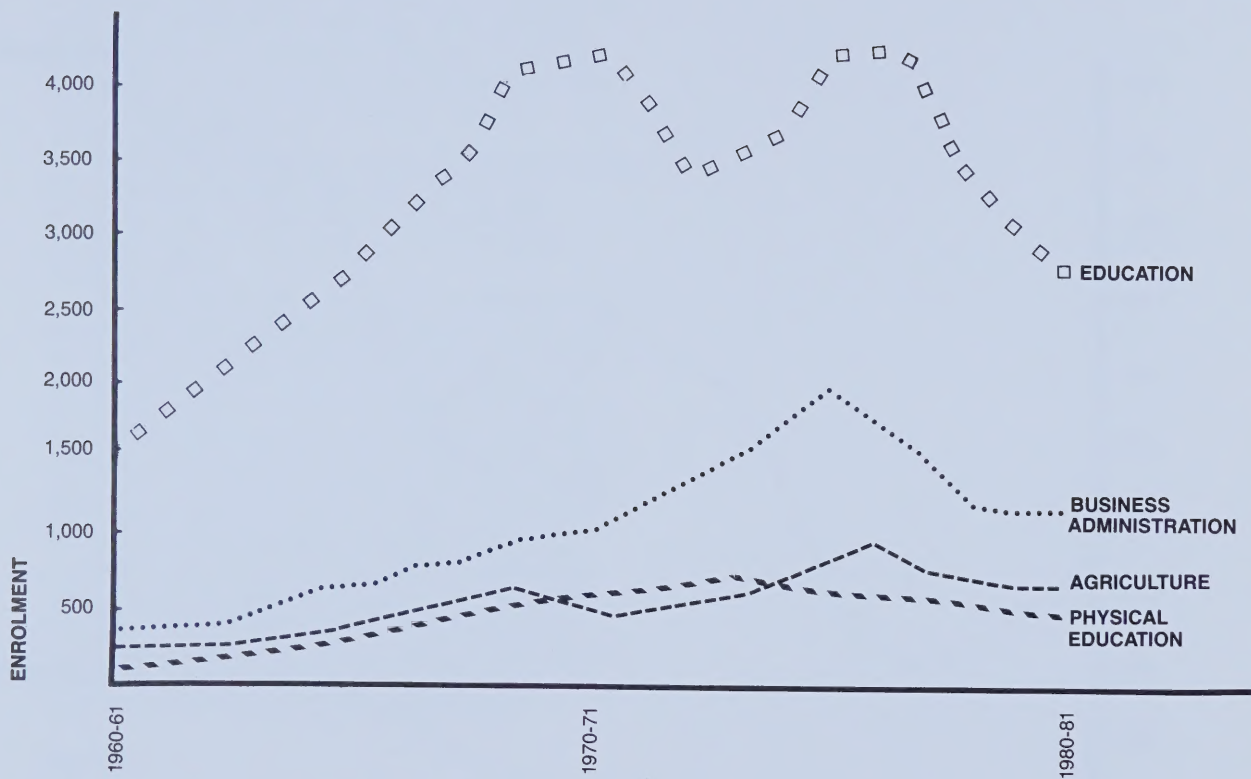
Areas of Specialization

Botany, Chemistry, Computing Science, Entomology, Genetics, Geography, Geology, Geophysics, Linguistics, Mathematics, Marine Science, Meteorology, Microbiology, Northern Studies, Paleontology, Pharmacology, Physics, Physiology, Psychology, Statistics, Survey Science, Zoology

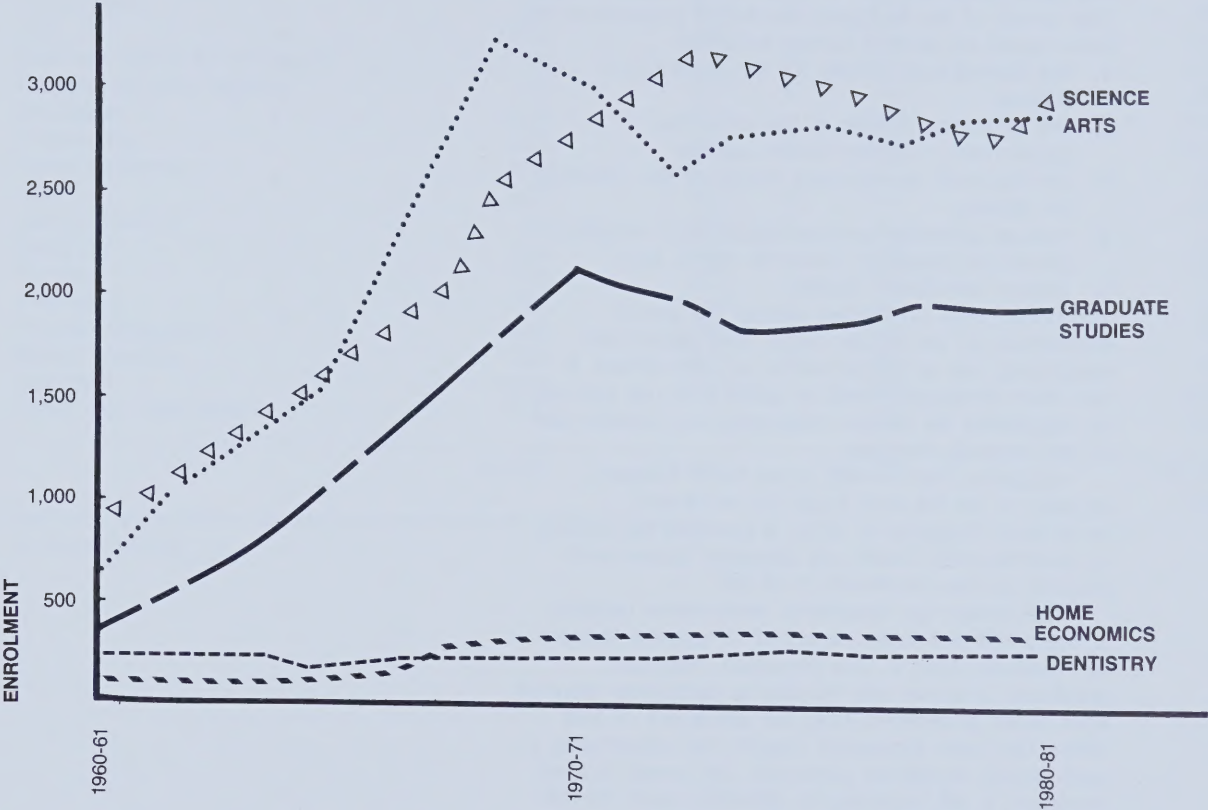
Growth Faculties



Faculties with Declining Enrolment



Faculties whose Enrolment has Levelled



3 Academic Projections— 1981 Review

In order to provide a realistic basis for physical development planning, the ultimate campus population has been projected both in total and for each faculty. The review of the academic enrollment projections has been based on several factors including:

1. the demographic profile for the Province of Alberta;
2. the education policies of the provincial government, including faculty quotas;
3. the historical development trends of the University of Alberta;
4. various University planning documents, including previously prepared Academic plans; and
5. present enrollment figures.

The review was conducted without the active involvement of the faculty deans and department heads and has no official status or commitment. It has been developed solely to guide land use planning by suggesting the relative magnitude and ultimate size of the university faculties.

Academic Plan 9, with some minor revisions, appears to be the best basis for enrollment projections. Prepared in 1972, it identifies the number of students each faculty will ultimately receive and projects a total enrollment of 24,000.

The review has resulted in some minor revisions to the enrollment totals expected for several faculties by Academic Plan 9. The projected maximum enrollment of some nine faculties is somewhat reduced from earlier projections while the enrollment of four others has been increased. Despite the adjustments to each faculty enrollment projection, the overall student enrollment is still projected to ultimately reach 24,000.

It is recommended that the projected enrollment of the University of Alberta, both in total and for individual faculties be reviewed regularly and in greater depth with consultation with the academic staff and students. This information will greatly assist in the refinement and revision of the Long Range Plan Development.

<i>Faculty</i>	<i>Academic Plan 8</i>	<i>Academic Plan 9</i>		<i>1980/81 Student Enrollment*</i>	<i>1981-LRP Review</i>
Agriculture	750	850	Q	779	800
Arts	6580	5000		3246	4000
Business Admin & Commerce	1790	1521	Q	1388	2000
Dentistry & Dent. Hygiene	450	540	Q	282	450
Education	8035	4800		3306	4500
Engineering	1885	2400	Q	1898	2400
Home Economics	610	517		372	450
Law	420	500	Q	527	550
Library Science	80	150	Q	62	75
Medicine	850	1400		993	1000
Nursing	705	500	Q	376	700
Pharmacy	700	600	Q	410	500
Physical Education	1095	789		643	700
Rehab Medicine	350	313	Q	296	375
Science	5275	4354		3383	4000
Other, incl. Saint-Jean	100			258	1490
	30,675	24,234		18,228	24,000 max.

* Full Time, Winter Session Graduate and Undergraduate Intramural Students
Q Quota Facilities

The major purpose of the University of Alberta is the discovery, transmission, integration and application of knowledge to the affairs of society.

Goals to:

- convey to students the essentially endless nature of the learning process and to lead them to acquire intellectual and professional horizons
- encourage in faculty and students that inquiring, challenging attitude towards man and institutions which is essential to a dynamic academic community and a healthy democracy

Objectives to:

- induce and inspire respect for learning
- lay heavy stress on the significance of the teaching process itself and on the faculty member as a teacher
- seek ways to free students from narrow outlooks
- stress social and moral values in relationships between faculty members and students
- personalize the education process to reduce the possible alienation of some students
- enhance the effectiveness and efficiency of the teaching process
- develop experimental patterns of instruction, especially for under-graduate students who are unusually gifted
- extend the scope and intensity of graduate and professional programs
- scrutinize the quality of instruction more closely at both the graduate and undergraduate levels
- utilize more effective methods leading to better instruction (such as interdepartmental courses, honours seminars, urban field experience, technological aids)
- increase the effectiveness of the library as a basic instrument of learning
- preserve knowledge regardless of its contemporary relevance
- assist in the integration of the specialized areas of knowledge and avoid the narrowness and loss of perspective which can be associated with specialization
- permit the inception of new programs in keeping with the university's flexibility and its desire to be of service
- place greater and more carefully considered emphasis on continuing education for adult students
- make provisions to accommodate persons who are equipped to do university work but who do not wish to seek a degree
- develop closer co-operation with school systems in the Province, with special emphasis on setting up co-operation and collaboration for academic content and continuity and university admission policies

Goals to:

- strengthen efforts to discover new knowledge and to add to the common store of ideas in each of the intellectual disciplines
- take an increasingly significant part in the development of Alberta as a scientific, health care and industrial centre

Objectives to:

- encourage and reward research both basic and applied in all units of the institution—but to encourage and effect a balance between the transmission of knowledge and basic research
- seek and accept opportunities to provide services in research and teaching required by local, provincial and federal government programs
- seek and accept opportunities to provide services to the industrial and business community

Goals to:

- create a special urban community within the City of Edmonton which permits and encourages full involvement in academic pursuits and the life of the University
- foster a more personal and enriching level of involvement among students and between staff and students

Objectives to:

- encourage students to become fully involved in the academic cultural life of the University and so foster a more personal and enriching level of involvement between students and staff
- encourage a fuller participation by faculty members in the campus life of the students and seek new ways of compensating students for the disadvantages of attending a commuter oriented university
- broaden the opportunity for student participation in campus activities
- encourage social involvement and avoid the danger of total intellectual withdrawal
- use housing as an effective agent in promoting an integrated culture within the university
- make groupings of people, not the arrangements of operations, the basis for planning
- encourage students to spend more of their time on campus in study and in contact with fellow students and faculty
- enliven the University community with facilities and activities which involve vitality and activity at all hours of the day and all seasons of the year

Goals to:

- recognize the opportunity and the responsibility of contributing to the community in ways in which the lives of those who live in the community will be enriched
- seek out ways of making special contributions in the fields of the arts and humanities, the sciences and business
- serve as a catalyst in the community, to relate to the community without becoming absorbed by it
- ensure that the goals of the university do not conflict with the goals of the community

Objectives to:

- participate fully in an attempt to solve the many problems that face our urban and rural society
- join with other institutions in the effort to ensure greater economic and social health for the entire community
- foster the intellectual and spiritual health of the region by placing stress on training for appreciation of the humanities and the performing arts
- plan capital and physical programs to recognize surrounding community characteristics, scarcity of land, need for rehabilitation and conservation and the development of a viable and dynamic education program oriented towards an urban society and urban programs on the one hand, and for a rural society on the other
- avoid perimeter development that presents a wall to the surrounding community
- study the implications of the relationships to the Provincial government and its other educational institutions

Goals to:

- maximize the quality and quantity of education and research from the public and private funds allocated to the university
- ensure that funds granted to the university are wisely and effectively spent in pursuit and fulfillment of the university's goals and objectives
- help the university respond quickly and imaginatively to changing educational needs and resources
- involve faculty members and students in planning the curricula and facilities of the university
- provide the university with the relevant information it needs to manage its affairs in the most sensitive and economic fashion
- develop a system of performance criteria in educational administration, so that various non-academic administrative functions are performed most efficiently
- integrate long range and short range planning taking advantage of the latest management science techniques such as computer based simulation and linear programs

Objectives to:

- enable the university to compete most effectively with other organizations or social programs for available public and private resources
- continue the program of institutional research of the planning and budgeting systems which integrates the academic plans of staff and students with resource requirements
- establish through institutional research the means to analyze effectively the resource implications (space, staff, equipment, funds, etc.) of alternative education programs and administrative policies thus helping to justify external requests and make better internal judgements with respect to the allocations of resources

1

To regularly review the Academic Development Plan which provides the guidelines for academic growth.

2

To locate the academic faculties so that future expansion can occur in the immediate vicinity of each faculty.

3

To foster academic faculty identity while facilitating interfaculty communication and a university community spirit.

4

To assign space to academic activities which have an affinity for one another in good proximity to each other.

1

To develop a campus wide, climate controlled pedestrian street system.

All major campus buildings, major transit stations and parking facilities should be connected with climate controlled linkages either at grade or at the second and third storey level (Plus 15 pedestrian level). Pedestrian streets of adequate width should be incorporated within buildings but the general pedestrian traffic flowing through should not interfere with the internal circulation of the building. The linkages should be designed to allow pedestrian movement to occur regardless whether specific buildings along the system are locked when not in use. It is desirable to have at least one side of the pedestrian linkage system exposed to the exterior and well lit with natural light. This system should be readily accessible to, and easily used by, the handicapped.

2

To develop a campus wide, outdoor pedestrian walkway system linking major buildings and green spaces.

An outdoor pedestrian walkway system should be developed to operate independent of the interior system and to act as an alternative means of pedestrian access to all buildings. The walks should be designed and located so that they can also be used by service and emergency vehicles yet deter use by private vehicles. They should also be designed to accommodate the handicapped, for example, with easy grade ramps for wheelchairs.

3

To integrate housing, food facilities and other non-academic support space into the pedestrian system. Pedestrian street systems should connect non-academic support space and incorporate such facilities as lockers, study space, commercial shops, exhibition space and food outlets.

4

To minimize the potential for pedestrian-vehicular traffic conflict on the main campus.

The pedestrian-only precinct which has been created in the central campus area should be retained and reinforced. Around the perimeter of the campus, pedestrian traffic should be separated, either horizontally or vertically, from the surrounding streets which provide access to the parking structures and underground garages. As vehicular traffic provides a form of security and public surveillance for pedestrians, it should be retained on all sides of the campus and visually evident notwithstanding its physical separation.

5

To locate all lecture halls and other places of assembly so that they are easily accessible from grade.

All lecture halls and major places of public assembly should be located within three floors above or below the main pedestrian level so that the need to install high volume elevators can be avoided. Special facilities should be incorporated in all buildings to accommodate the handicapped.

1

To eliminate all through traffic from the main campus area north of 87th Avenue.

Through traffic not destined to the University should be restricted to the major streets serving the university property, namely 87th Avenue, 110th, 114th, 116th and 117th Streets and University Avenue. This will reduce noise, the potential for pedestrian-vehicular conflict and allow the internal campus to become a pedestrian precinct.

2

To reduce through traffic in the University area.

The University should work toward the provision of alternative by-pass routes which will reduce or eliminate the need for traffic destined to non-University locations to travel through the University area. It should also encourage the development of improved public transit, especially the development of an underground Light Rail Transit system which could handle an increased volume of travellers with less physical impact.

3

To reinforce a feeder street system which provides access to parking.

It is recommended that 116th, 111th and 110th Streets and 87th Avenue be designated as feeder streets, which provide access to the campus parking areas.

Convenient access to well distributed parking will strengthen the role of the Student Union Building, the Central Academic and Central Quad as the focus of the campus and ensure that the university's compact building layout, linkages and pedestrian enclave are maintained. It is not intended for the feeder streets to form a ring road system and in some instances it may be desirable to prevent their use by through traffic. Special design and traffic management techniques should be used to create easy access to the land on both sides of these streets and to minimize and slow traffic using the feeder streets. (See Parking Policy 3.)

4

To retain Saskatchewan Drive as a public scenic drive. Saskatchewan Drive between 110th and 116th Streets should be retained as a local street providing river bank views of the City. Traffic along this route will ensure a basic level of continuous public surveillance for the northern campus area. It should not be widened except as necessary to provide scenic lookouts nor should it provide access to major parking areas. Measures should be taken to minimize traffic volume and speed. (See Parking Policy 3.)

5

To provide automobile drop-off facilities close to the centres of student population.

Private auto drop-off facilities should be provided close to the centres of student population such as the library core to give access to handicapped people and those not wishing to park their car on the campus. The loop of 112th Street, 89th Avenue and 114th Street should continue to provide a passenger drop-off and pick-up function.

6

To provide service and emergency vehicle access to all parts of the campus.

While the internal campus is to be a pedestrian-only precinct, it must be ensured that service and emergency vehicles have access to every campus building. Special design techniques should be used to make the distinction between internal and public roads clear while at the same time making the internal road service routes visually and physically unobtrusive. (See Pedestrian Planning Policy 3.)

7

To ensure that roads do not act as barriers to the physical and visual union of the general university area. Roads should not restrict physical expansion and visual union between the central campus and the university's more distant areas such as the Health Sciences Centre, the Lister Housing complex and East Campus. It should be a goal to either reduce traffic volumes and speed on public roads to such a level that pedestrian crossing is not impeded or buildings should be used to bridge major roads such as 87th Avenue. (See Community Interface Policy 3.)

8

To co-operate and work towards developing a mutually satisfactory transportation system with the City, the University Hospital, the Northern Alberta Jubilee Auditorium and other land owners, residents and tenants in the area.

1

To encourage the use of public transit as a major access mode to campus.

An increased number of students and staff commuting to the campus via public transit will allow the university to free land which otherwise would be required to park cars. The traffic in and around the campus will also be reduced creating a quieter environment and minimizing pedestrian-vehicular conflict. Measures the university can undertake to encourage its population to use public transit include the location of transit stops close to the centres of student population (library core, Lister Housing complex, etc.)

, the development of climate controlled linkages from the transit stops directly into the pedestrian street system (See Pedestrian Planning Policy 1 and the establishment of a parking pricing policy which discourages all day parking by regular commuters. (See Parking Policy 6).

2

To increase the efficiency of bus service to the campus. Approved transit routes in and around campus should be upgraded to provide improved transit service.

Separate bus lanes, especially during peak rush hours, would improve transit's ability to compete with the private automobile. Bus routes should coincide with, and thus serve, the location of the future LRT stops.

3

To actively support the proposal to route the LRT line underground through the university lands.

The University should continue to work to ensure that an LRT line is routed underground through the main campus area and extends south to the University farm. The LRT station(s) should be as centrally located on campus as possible and link directly with the feeder bus routes serving the surrounding area. The LRT line should be constructed underground to minimize its visual impact, its restriction and disruption of land use, its restriction of future development options and the potential for pedestrian-vehicular conflict. Extension of the line southward will reduce the volume of feeder bus routes which travel through the University area and remove the potential demand for passenger drop-off facilities and all day parking lots for the general public to an area which has ample land to accommodate them.

4

To retain 114th Street, 89th Avenue and 112th Street as the main transit loop serving the campus.

The 114th Street-89th Avenue-112th Street transit loop is centrally located to serve the main campus area. Its use by buses as the main stop on campus removes the need for surface transit vehicles to disrupt traffic on the surrounding arterial roads. With the construction of the LRT line underground through the campus, it should be a goal of the University to reduce the impact of buses travelling through the area without reducing the quality of transit service.

5

To encourage the City to offer university students reduced rates and/or special passes for commuting via transit.

1

To provide parking to a standard of approximately 300 parking spaces per 1,000 full time, winter session students.

The parking standard currently set by the Long Range Development Plan is 500 spaces per 1,000 students or .50 spaces per student. With an enrolment of 18,764 full time students, there are approximately .28 parking spaces per student currently available or .20 spaces for each of the total University population (students, academic staff and support staff). To meet the 1969 Plan parking standard an additional 4,122 spaces would have to be created.

The parking standard appears to be excessive at the current time for, while parking is felt to be somewhat inadequate, there is certainly not the demand for almost double the current supply. In the future, with the introduction of the LRT system south of the North Saskatchewan River, the possibility of additional on-campus student housing and the increase in the density of development in the surrounding Garneau community the present parking standard will become increasingly excessive. The standard should be reduced to reflect the improved alternative means of transportation which will be available to the students, staff and visitors and the increase of walk-in students, and staff from the new housing developing in the area. (See Community Interface Policy 2).

2

To optimize the use of parking areas.

Parking permit applications should continue to require information on home address and car park permits should be issued on a priority basis which considers among other things, accessibility to other forms of transportation. As the use of parking space by a percentage of permit holders is neither consistent nor permanent on a daily basis, it is possible to fill vacancies with short term paid parking.

3

To place parking within a 7 minute walk of all parts of the campus.

Parking should be well distributed to ensure that all parts of the campus are located within a 7 minute walk of parking (approximately 2,000 feet). The Stadium and Windsor Car Parks serve the western section to Central Academic (113th Street) while parking entered off 110th and 111th Streets serves the eastern section of the campus.

4

To distribute parking on the campus in such a way as to leave the interior of the campus free of vehicles, except in the instance of service and emergency vehicles. It is recommended that 117th, 116th, 112th, 111th and 110th Streets and 87th Avenue be designated as the streets which feed the campus parking areas.

It is not intended for the feeder streets to form a ring road system (See Vehicular Planning Policies 3 and 7). Special design and traffic management techniques should be used to create easy access to parking located off both sides of these streets and to minimize and slow traffic using the feeder streets. 111th Street should be maintained as an access road to parking only. While cars could be parked under the HUB Quad and the new buildings which will line both sides of 111th Street, their presence would be limited to their appearance on 111th Street. The pedestrian-only precinct surrounding HUB would be preserved. 111th Street should not be used as a through street connecting traffic destined to Saskatchewan Drive or 87th Avenue for that function should be provided by 110th Street.

5

To create parking under new buildings located along the feeder streets.

New buildings should include underground parking where feasible as this will ensure that future additional parking is directly related to new development. It will also ensure that adequate weather protected parking is available and directly linked to the pedestrian system.

6

To distribute parking in structures which are limited in size and which include other uses in the building. The original 1969 Long Range Development Plan included the policy of sanctioning the construction of parking structures. It is recommended that this policy be changed for several reasons, among these being the security and design problems associated with large, single use parking structures. When it is not possible to integrate an adequate amount of parking into academic buildings and parking structures are required, they should be limited in size to a maximum of 500 spaces. Provisions should be made to realign the parking stalls to accommodate smaller cars as people switch to more compact vehicles. The majority of the building space at grade should be devoted to public uses (offices, classrooms, stores) while the roof top should be devoted to recreational uses in order to minimize the problems associated with a single use building.

7

To develop a pricing policy for parking.

The price of parking should graduate from a high fee in areas where parking is to be discouraged (e.g. the main campus area) to a lower fee for long term parking in remote areas (e.g. at the University Farm). Students living on campus who do not have daily need of their cars would be discouraged from seeking valuable central area spaces and as the number of students living on campus increases this would free parking spaces for visitors and those students and staff who are not well served by transit.

1

To form a central library core where the existing and proposed major library facilities are directly linked. Cameron and Rutherford Libraries form the core of the University of Alberta's library system. Additions should be made to these libraries so that direct links are possible between their collections (outside the check point control). They should be incorporated into the major climate controlled pedestrian street system of the overall campus. (See Pedestrian Planning Policy 1.)

2

To develop Cameron Library as the campus science library and as the undergraduate library. Cameron Library should also continue to be used to house the technical services function and some smaller units such as special collections.

3

To develop the Rutherford I Library to house the periodicals and micromaterials collection. The University Archives and the Faculty of Extension Library should be relocated from Rutherford I to accommodate the growth of the periodicals and micromaterials collection and to better service the special needs of their users.

4

To develop the Rutherford II Library to house the Humanities and Social Sciences collection (HASSL).

5

To develop decentralized working libraries and reading rooms for specialized collections. Several branch libraries and reading rooms have been created for the Faculties of Law, Education and Science. A Health Sciences library is proposed to serve the health sciences faculties from a location south of 87th Avenue. These libraries relieve the demands on the central library core and can better serve the students and staff whose faculties are remote from the core area. The branch libraries should be developed in such a way as to provide their faculty with a physical identity and a meeting place for students and staff. Their collection should not expand beyond the core material. (See Academic Development Policy 3.)

6

To ensure that the Library collection never occupies more than 85% of the storage space capacity. 85% capacity is considered to be the maximum practical capacity of a working collection in a library. Exceeding this percentage imposes difficulties in keeping the collection arranged in proper sequence, thus creating problems for users and staff.

7

To provide study space within the campus libraries at a standard of 250 seats per 1,000 students. As the University of Alberta has a high proportion of students who are commuters, it should supply study space seating for 25% of the full time, winter session undergraduate students within the campus libraries. Study stations should be built to a standard of 23 square metres for student stations and 60 square metres for faculty carrels.

8

To develop alternative forms of information retrieval and dissemination. Programming of new buildings and renovation of existing buildings should include consideration of computer and electronic communication development which could access material housed in other locations and enhance library services. For example, computer terminals should be included in student housing.

1

To provide a diversity of housing for students of all ages and lifestyles.

The University should continue to maintain housing of many types, ranging from dormitory style residence accommodation where meals and washroom facilities are shared to self contained apartments. Housing should be reserved for the different resident groups including married students, graduate students, international students and handicapped students. Fraternities, cooperative student housing groups, Faculte St. Jean and St. Joseph's College offer students other housing options and the University should support these special organizations as they expand the diversity of student housing options.

2

To maintain campus housing for a minimum of 20% of the student enrolment.

With the construction of the new housing in East Campus area, the University will be providing housing for 22% of its 1980-81 full time winter session student enrolment. When the enrolment reaches the target projection of 24,000 students, approximately 800 additional beds will be required to meet the housing goal.

3

To give priority to providing student housing for full time students registered at the University of Alberta. Once full time winter session students have been housed, any surplus available accommodation will be offered to the following groups in descending order of priority: spring and summer sessional students at the University of Alberta; full time students registered at other Alberta universities and full time students registered at other Canadian universities. Once the needs of these student groups have been met, periodic or long-term housing may be offered to University staff unable to secure accommodation, visiting academics and the general public.

4

To locate housing on the main campus with high accessibility to the libraries, academic buildings and recreation facilities.

Student housing should be located throughout the campus so that its residents can take maximum advantage of the surrounding facilities. An on-campus resident population allows the general university facilities such as the libraries to operate more extensively, makes the campus a safer place during non-lecture hours and alleviates the need for general locker space, study carrels, etc. On-campus housing alleviates the need to commute to the campus and provides student residents with convenient access to classrooms, libraries and social or recreational facilities.

5

To design housing in a form which is flexible enough to accommodate use by a variety of changing lifestyles and to permit its periodic or long term use by non-students.

Student housing is a long term capital investment and thus it should be designed to meet the residential standards of the general population so the university will have the option to lease or sell the housing on the private market.

6

To operate student housing with the goal of breaking even financially on a consolidated basis for housing and food services.

Where some units are operated at a loss, the deficit will be made up by any surplus realized from other units within the housing and food services operation.

7

To provide one on-site parking space for every four students accommodated in main campus housing. It is recognized that car ownership among university students is higher than that for the general population, however, most students who live on the main campus have little daily need for access to their car. Exceptions include students with part-time employment and practicums or other instruction at off campus locations and students living in apartments who need to make regular shopping trips. Additional parking to store cars which are not needed on a regular basis should be available to students living on the main campus but this parking should be located in areas which are not required for university development (see Parking Policy 7). The amount of on campus parking provided for students living in university housing should be included in the calculations for the overall university parking standard (see Parking Policy 1). New on-site parking shall not intrude into the residential environment but shall blend into the scale and character of the accommodation.

8

To provide the opportunity for the maximum interaction of students with other residents. All student housing areas should include facilities which provide an opportunity for the residents to meet and interact and which can be reserved for the residents' exclusive use. Facilities which should be included are meeting/study rooms, lounges, recreation facilities and food services.

9

To encourage student residents to become involved in the operation and regulation of student housing and to help resolve matters of mutual interest and concern. The student residents should be actively involved in the operation and regulation of their housing and the University should only exercise the amount of control appropriate to the specific user group.

10

To continue to operate a system which regularly monitors student housing needs. Review of the Student Housing Policies should include the input of past and present housing residents and student housing administrators.

1

To encourage areas and facilities that facilitate and encourage informal and spontaneous interaction between students and staff of all faculties.

2

To meet the demand for meals of the entire university community.

The food services should be able to provide meals for 60% of the University population (staff and students) at each meal time.

3

To provide a diversity of food type, quality and eating environment.

4

To locate major food facilities so that they are easily accessible from the pedestrian walkway system and the centres of student population.

5

To locate food facilities so they encourage a mix of resident and non-resident students.

To operate a pre-paid meal plan (scrip) which allows students to eat at the university facility of their choice.

6

To provide for the possibility of incorporating minor food facilities along major circulation routes.

Vending machines, etc. should be located in conjunction with lounges related to the pedestrian street system. They can provide services on a 24 hour basis and decrease staff requirements.

7

To provide a centrally located facility for the storage, serving and preparation of food.

It is intended that the Student Union Cafeteria be developed as a central commissary for the campus. The centralization of the appropriate food services can reduce labour costs, and when sponsoring major events such as the World University Games, it will be necessary to effectively and efficiently provide food services. However, centralization should not occur at the expense of food quality and variety. (See Policy 3 above.)

9

To provide a variety of student study facilities within the library system and associated with each faculty. Both general study space and personal study space which can be reserved should be available for student use. As the percentage of students living on campus increases and more students have easy access to their home study space, the amount and type of study space which is required should be reviewed. The use of classrooms after hours for general study space should be promoted to relieve the demand for study space especially during exam time. (See Library Policy 7.)

10

To provide adequate locker space for a variety of needs.

General locker space should continue to be available to students for winter clothing and other personal needs on a daily basis at appropriate locations throughout the campus. Students who have special equipment needs should have access to personal lockers which can be reserved on a long term basis. (See Pedestrian Planning Policy 2.)

1

To provide sport facilities appropriate to the size, climate and environment of the University. As the university is primarily in session from the month of September through to May, attention should be given to developing sports facilities which are suited to the fall, winter and early spring seasons. Construction of the proposed Sports centre will allow the range of athletic activities to be expanded.

2

To facilitate integration of the academic campus with the physical fitness opportunities. Student and staff accessibility should be maximized to all sport facilities to encourage participation and spectator involvement. Certain sports facilities should be distributed around the campus and developed in combination with other uses such as student housing. The University Farm lands should not be developed with permanent sports facilities, however, this policy should be reviewed at such time as the LRT line is constructed and provides a direct link between the main campus and the farm.

3

To maximize student participation in athletics and recreation. A range of intramural, extramural and individual sports facilities should be developed on the campus to meet the needs and desires of the student population. Facilities for life time sports and unique northern Canadian sports should also be developed. Temporary winter sports facilities such as ice rinks should be created for winter months in areas otherwise offering only passive recreational uses in the summer.

1

To decentralize the administrative functions of the university around the central campus. As the administration of the university is able to operate effectively in independent smaller units, these functions can be located throughout the campus area.

2

To centralize the service functions of the university in one location. The purchasing, central stores and shipping and receiving should be located in one building so as to create an efficient servicing plant for the university.

3

To site the service functions on the central campus without using academic precinct expansion space.

4

To provide an efficient distribution of utilities to all parts of the campus. The present service tunnel should be extended to all areas of the campus and it should be incorporated where feasible within the basement of new construction.

1

To contribute to the life of the city.

The University should continue to allow the appropriate use of university facilities by the community and to host special national and international events which enrich both the life of the university and the city. Should the Faculty of Extension be relocated, a primary consideration in the site selection should be a location which offers excellent accessibility, by private auto, public transit and on foot, for city residents. Similarly, university facilities which will be used by the general public, such as the field house and the Performing Arts Centre, should be located where public access is easy.

2

To create a sympathetic development interface with the surrounding community.

Development around the perimeter of the campus should be sensitive to and reinforce the scale and character of the surrounding community. Through design and land use any hard line transition between the university campus and the community should be minimized or eliminated. Adequate provision should be made for parking within the university area and through traffic generated by the university should not unduly intrude on neighbouring residential streets.

3

To facilitate public use of University facilities.

Information should be made readily available to visitors to the campus on the rules and regulations governing the public use of university facilities. Facilities for which a high volume of public use can be anticipated should be located on sites which have good public visibility and access.

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